

| Funder | Project Title | Funding | Institution |
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| Department of Defense - Army | Identifying markers for treatment response to cognitive training in autism spectrum disorders | \$0 | University of California, Davis |
| Department of Defense - Army | Efficacy of the Direct Instruction Language for Learning Program to Promote Expressive and Receptive Language in Children with Autism Spectrum Disorder | \$0 | Emory University |
| Department of Defense - Army | A Multidisciplinary Intervention for Encopresis in Children With ASD | \$1,102,968 | Emory University |
| Department of Defense - Army | Clinical Trial of a Comprehensive Treatment for High-Functioning Children with ASD | \$0 | Canisius College |
| Department of Defense - Army | A randomized clinical trial of cognitive enhancement therapy for adults with autism spectrum disorders | \$0 | University of Pittsburgh |
| Autism Research Institute | Effects of Kaplan's Yoked Prisms on Children Diagnosed with Autism Spectrum Disorder | \$5,000 | University of Minnesota |
| Autism Science Foundation | Brain changes following social skills treatment in adolescents with ASD | \$35,000 | University of California, Los Angeles |
| Autism Speaks | Training Community Providers to Implement an Evidence-Based Early Intervention Program | \$0 | University of California, Davis |
| Autism Speaks | An evaluation of two emergency procedures to treat severe escape behavior | \$0 | University of Florida |
| Autism Speaks | Psychiatric Crisis among Youth and Transition-age Adults with Autism Spectrum Disorder | \$21,830 | Kennedy Krieger Institute |
| Autism Speaks | Supporting early educators in suddenly inclusive ASD settings – An intervention feasibility study | \$0 | University of Massachusetts, Boston |
| Autism Speaks | Parent training to reduce the elopement of children with ASD at home and in the community | \$52,481 | University of Rochester |
| Autism Speaks | Efficacy of Parent-Child Interaction Therapy with ASD | \$0 | University of Pittsburgh |
| Autism Speaks | Which placement for which child? Moderators of outcome in an urban early intervention system | \$29,920 | University of Pennsylvania |
| Autism Speaks | Adapting and piloting WHO's Parent Skills Training in a low income setting: a case study in Ethiopia | \$50,000 | King's College London |
| Center for Autism and Related Disorders | Evaluation of parent training protocol | \$25,000 | Center for Autism and Related Disorders (CARD) |
| Center for Autism and Related Disorders | evaluation of effects of intensity and duration on outcomes across treatment domains for children with autism spectrum disorder | \$50,000 | Center for Autism and Related Disorders (CARD) |
| Center for Autism and Related Disorders | A behavioral intervention for sleep problems in young children with autism spectrum disorder | \$55,000 | Center for Autism and Related Disorders (CARD) |
| Center for Autism and Related Disorders | Treatment response across diverse behavioral phenotypes in autism spectrum disorder | \$25,000 | Center for Autism and Related Disorders (CARD) |
| Department of Education | Adapting an Evidence-Based Program for Infants and Toddlers at High Risk for Autism | \$0 | University of California, San Diego |
| Department of Education | Examining the efficacy of classroom pivotal response teaching in classroom environments | \$0 | Rady Children's Hospital - San Diego |
| Department of Education | Reading Enhancements for Students with Autism Spectrum Disorders (Project READ): A Reading Comprehension Intervention for Students with Autism | \$512,400 | University of California, Riverside |

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| Department of Education | Adapting an Evidence-Based Practice for Children At-Risk for Autism for Diverse Early Intervention Service Systems | \$519,717 | University Of California, Berkeley |
| Department of Education | Implementing an emergent literacy program for students with intellectual disabilities and autism in general education classrooms | \$1,079,067 | San Francisco State University |
| Department of Education | Getting SMART about Social and Academic Engagement of Elementary aged students with Autism Spectrum Disorder | \$0 | University of California, Los Angeles |
| Department of Education | Joint attention mediated learning intervention for toddlers with autism spectrum disorders and their families | \$0 | Indiana University |
| Department of Education | An Efficacy Trial of the Early Achievements Comprehensive Intervention for Preschoolers with Autism | \$994,764 | Kennedy Krieger Institute |
| Department of Education | CHildren in Action: Motor Program for PreschoolerS (CHAMPPS) | \$427,735 | University of Massachusetts Amherst |
| Department of Education | Evaluating the efficacy of the school-based Social Competence Intervention for Adolescents (SCI-A) with high functioning autism | \$0 | University of Missouri |
| Department of Education | Development and Pilot Testing of the Students with Autism Accessing General Education (SAAGE) Model | \$518,550 | University of Rochester |
| Department of Education | Efficacy of a Comprehensive School-Based Intervention for Children with High-Functioning Autism Spectrum Disorders (HFASDs) | \$0 | Canisius College |
| Department of Education | An Efficacy Study of the School-Based National Professional Development Center on Autism Spectrum Disorders Model | \$874,378 | University of North Carolina at Chapel Hill |
| Department of Education | Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA) | \$1,962,225 | University of North Carolina at Chapel Hill |
| Department of Education | Project DATA: A multisite evaluation of a school-based model for preschoolers with autism | \$0 | University of Oklahoma Health Sciences Center |
| Department of Education | An Efficacy Trial of J-EMT: Enhanced Milieu Teaching Language Intervention plus Joint Attention, Engagement and Regulation Intervention for Toddlers with Autism | \$888,166 | Vanderbilt University |
| Department of Education | Using Peer Models in the Context of Small-Group Direct Instruction to Teach Social and Academic Skills to Children with Autism | \$0 | Vanderbilt University |
| Health Resources and Services Administration | Autism Intervention Research Network on Behavioral Health (AIR-B network) | \$1,999,997 | University of California, Los Angeles |
| Health Resources and Services Administration | Physical Exercise to Reduce Anxiety in Underserved Children with ASD | \$103,125 | University of California, Irvine |
| Health Resources and Services Administration | Improving Participation in Dental Care and Oral Health Outcomes for Underserved Children with ASD | \$492,192 | University of California, Irvine |
| Health Resources and Services Administration | Parent Mediated Interventions in Autism: The Search for Meaningful Outcomes | \$287,181 | University of Colorado Denver |

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| Health Resources and Services Administration | Healthy Weight Research Network (HW-RN) for Children with Autism Spectrum Disorders and Developmental Disabilities (ASD/DD) | \$250,000 | University of Massachusetts, Worcester |
| Health Resources and Services Administration | Comprehensive Communication Intervention for Minimally Verbal Children with Autism | \$299,390 | Vanderbilt University |
| National Institutes of Health | ACE Center: Targeting joint engagement in infants at risk for ASD: Integrating treatment wit | \$279,103 | University of California, Los Angeles |
| National Institutes of Health | Intervention effects of intensity and delivery style for toddlers with ASD | \$2,561,638 | University of California, Davis |
| National Institutes of Health | Adaptive Interventions for Minimally Verbal Children with ASD in the Community | \$2,531,579 | University of California, Los Angeles |
| National Institutes of Health | 1/3 Treatment of Anxiety in Autism Spectrum Disorder | \$221,447 | University of California, Los Angeles |
| National Institutes of Health | Treatment of Autism Symptoms in Children (TASC): Initial RCT with Active Control | \$385,000 | University of California, Los Angeles |
| National Institutes of Health | Neural Mechanisms of CBT for Anxiety in Children with Autism Spectrum Disorder | \$565,263 | Yale University |
| National Institutes of Health | 1/2 Treatment of Feeding Problems in Children with Autism | \$197,605 | University of Florida |
| National Institutes of Health | 2/3 Treatment of Anxiety in Autism Spectrum Disorder | \$157,150 | University of South Florida |
| National Institutes of Health | Behavioral Economic Measures of Sensitivity to Social Reward in Children with ASD | \$223,973 | Emory University |
| National Institutes of Health | A feasibility study for prevention and safety training for children with autism | \$68,294 | Emory University |
| National Institutes of Health | The Autism MEAL Plan: A Parent Training Curriculum to Manage Eating Aversions and Limited Variety among Children with Autism | \$70,160 | Emory University |
| National Institutes of Health | ACE Center: Changing developmental trajectories through early treatment | \$223,295 | Emory University |
| National Institutes of Health | ACE Center: Changing developmental trajectories through early treatment | \$1 | Emory University |
| National Institutes of Health | The role of parent phenotype in parent-mediated language interventions for autism | \$723,957 | Northwestern University |
| National Institutes of Health | The CCS: A Treatment Outcome Measure for Individuals with Severe ID | \$358,831 | University of Kansas |
| National Institutes of Health | Evaluation of the START Crisis Prevention and Intervention Program | \$43,120 | Johns Hopkins University |
| National Institutes of Health | Project IV: Investigating the Mirror Neuron System in autism spectrum disorder | \$230,113 | University of Maryland, College Park |
| National Institutes of Health | Sensory Integration Therapy in Autism: Mechanisms and Effectiveness | \$629,671 | Albert Einstein College of Medicine |
| National Institutes of Health | 2/2-Treatment of Feeding Problems in Children with Autism | \$230,250 | University of Rochester |

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| National Institutes of Health | Early Intensive Behavioral Intervention for Autism | \$318,513 | University of Rochester |
| National Institutes of Health | Pilot Study to Improve Access to Early Intervention for Autism in Africa | \$179,127 | Duke University |
| National Institutes of Health | 3/3 Treatment of anxiety in autism spectrum disorder | \$188,298 | Temple University |
| National Institutes of Health | Cognitive Enhancement Therapy for Adult Autism Spectrum Disorder | \$654,790 | University of Pittsburgh |
| National Institutes of Health | Integrating Organizational and Psychological Theories to Predict Implementation | \$200,000 | University of Pennsylvania |
| National Institutes of Health | The Role of Vocal Complexity in Expressive Language Outcome: Developmental Course and Intervention Effects in Toddlers at Risk for ASD and Language Impairment | \$43,576 | University of Washington |
| Organization for Autism Research | On Target for Life: An Executive Function Independence Skill Intervention for Adolescents with ASD | \$0 | Children's Research Institute, Children's National Medical Center |
| Organization for Autism Research | Examining the Effectiveness of a Latino Parent Leadership Support Project | \$0 | University of Illinois at Urbana-Champaign |
| Organization for Autism Research | Kit for Kids evaluation project: An initial evaluation of evidence-based peer education materials | \$0 | University of Kentucky |
| Organization for Autism Research | Regulation of Emotional Lability in Autism Spectrum Disorder through Caregiver Supports (ReLACS) | \$29,827 | Michigan State University |
| Agency for Healthcare Research and Quality | Comparative Effectiveness of Therapies for Children with Autism Spectrum Disorders (PCORTF 13.8) | \$0 | Vanderbilt EPC |
| The New England Center for Children | Competing items for FCT schedule thinning | \$4,500 | The New England Center for Children |
| The New England Center for Children | A parametric analysis of the effect of procedural integrity errors in delivering reinforcement on skill activities | \$2,345 | The New England Center for Children |
| The New England Center for Children | Thinning the Schedule of High-Quality Reinforcement for Prompted Responses in a Differential Reinforcement Procedure | \$2,345 | The New England Center for Children |
| The New England Center for Children | Evaluating the effects of isolated reinforcers on skill acquisition | \$5,750 | The New England Center for Children |
| The New England Center for Children | Training DRA in different contexts to lower resistance to extinction of disruptive behavior | \$5,550 | The New England Center for Children |
| The New England Center for Children | A comparison of BST and enhanced instruction training for conducting reinforcer assessments | \$2,345 | The New England Center for Children |
| The New England Center for Children | Teaching Verbal Behavior: A Response Prompt Evaluation | \$5,550 | The New England Center for Children |
| The New England Center for Children | Stimulus control of stereotypy | \$3,380 | The New England Center for Children |
| The New England Center for Children | Teaching children with autism to learn by listening -- Assessment and treatment of challenges in auditory discrimination | \$1,830 | The New England Center for Children |
| The New England Center for Children | Exchange Schedule Manipulations | \$5,895 | The New England Center for Children |
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| The New England Center for Children | Use of a visual imagining procedure to teach remembering | \$5,895 | The New England Center for Children |
| The New England Center for Children | Functional Analysis & Treatment Evaluation of Problem Behavior during Transitions | \$5,550 | The New England Center for Children |
| The New England Center for Children | Increasing adherence to medical examinations for individuals with autism | \$5,035 | The New England Center for Children |
| The New England Center for Children | Using the Early Skills Assessment Tool to Evaluate Outcomes in Children with Autism Spectrum Disorders | \$3,225 | The New England Center for Children |
| The New England Center for Children | When teaching leisure skills isn't enough: Increasing the reinforcing value of leisure activities | \$4,060 | The New England Center for Children |
| The New England Center for Children | Teaching social initiations via direct instruction and preferred social consequences | \$5,550 | The New England Center for Children |
| The New England Center for Children | Functional analysis & treatment of immediate echolalia | \$5,035 | The New England Center for Children |
| The New England Center for Children | Increasing persistence in the context of treatment integrity failure | \$4,500 | The New England Center for Children |
| The New England Center for Children | Using Delay and Denial tolerance training in the treatment of automatically maintained problem behavior | \$4,500 | The New England Center for Children |
| The New England Center for Children | Building a solid foundation: Direct teaching of readiness and attending behavior | \$1,830 | The New England Center for Children |
| The New England Center for Children | Multiple Mands and the Resurgence of Behavior | \$1,830 | The New England Center for Children |
| The New England Center for Children | Teaching symbolic play using in-vivo video modeling and matrix training | \$5,500 | The New England Center for Children |
| The New England Center for Children | Teaching Observational Learning to Acquire New Sight Words | \$2,345 | The New England Center for Children |
| The New England Center for Children | From Public to Private Masturbation: An Assessment of Redirection Procedures & Discrimination Training | \$5,550 | The New England Center for Children |
| The New England Center for Children | An Evaluation of Decreasing Vocal & Motor Stereotypy in Children with Autism | \$5,550 | The New England Center for Children |
| The New England Center for Children | An Evaluation of the Generalized Nature of Conditioned Reinforcers | \$5,895 | The New England Center for Children |
| The New England Center for Children | Continuous vs. Brief Stimulus Comparison using Second-Order Schedule of Reinforcement | \$5,895 | The New England Center for Children |
| The New England Center for Children | Comparative functions of preference assessments for leisure repertoire development | \$4,060 | The New England Center for Children |
| The New England Center for Children | Identifying preferred break environments | \$3,380 | The New England Center for Children |
| The New England Center for Children | Evaluating the Stability of Preference over Time in Individuals with Autism Spectrum Disorder | \$5,570 | The New England Center for Children |
| The New England Center for Children | A comparison of mixed and multiple schedules for the treatment of pica | \$4,500 | The New England Center for Children |
| The New England Center for Children | Behavioral persistence during intervention | \$5,500 | The New England Center for Children |
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| The New England Center for Children | Instructional fading and the building of cooperation with medical procedures | \$1,830 | The New England Center for Children |
| The New England Center for Children | Teaching Social Orienting in Children With Autism | \$3,225 | The New England Center for Children |
| The New England Center for Children | Identifying reinforcers for use in the treatment of automatically reinforced behavior | \$5,035 | The New England Center for Children |
| The New England Center for Children | Demand assessment using a progressive ratio with a fixed positive reinforcer | \$5,895 | The New England Center for Children |
| The New England Center for Children | Delay discounting with and without instruction | \$5,895 | The New England Center for Children |
| The New England Center for Children | Effects of negative reinforcer value manipulations without extinction on escape-maintained problem behavior | \$5,035 | The New England Center for Children |
| The New England Center for Children | Use of Social referencing to teach safety skills to CWA | \$3,225 | The New England Center for Children |
| The New England Center for Children | Transferring stimulus control to promote more independent leisure initiation | \$4,060 | The New England Center for Children |
| The New England Center for Children | Comparing the value of a token to that of its most potent backup | \$5,895 | The New England Center for Children |
| The New England Center for Children | Further evaluation of motivating operations manipulations on skill acquisition | \$5,570 | The New England Center for Children |
| The New England Center for Children | Teaching Joint Attention Using Multiple Exemplar Training with Toddlers Diagnosed with Autism | \$3,225 | The New England Center for Children |
| The New England Center for Children | Using general case instruction to establish repertoires of helping in children with autism | \$3,225 | The New England Center for Children |
| The New England Center for Children | Effects of response effort on resistance to extinction | \$5,895 | The New England Center for Children |
| The New England Center for Children | Using matrix training to promote generalization of foundational skills | \$1,830 | The New England Center for Children |

